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ABSTRACT

Channel One, an in-school television program, provides a centrally prepared, 10-minute daily newscast accompanied by 2 minutes of commercials. Several states ban Channel One because of concerns about providing advertisers such direct access to students within the walls of tax-supported public school buildings. This paper examines what kinds of schools and what sorts of communities choose to receive Channel One, and where Channel One fits in the pool of educational resources. The study used the data archives of Market Data Retrieval, which involves 17,344 public schools and covers grades 7 through 12, revealing some of the following items: (1) Channel One is most often found in low income area schools, where it is often used instead of traditional educational materials when resources are scarcest; (2) schools that can afford to spend more on their students are much less likely to utilize Channel One; (3) Channel One is more often shown to the students who are least able to afford to buy all the products advertised, thus increasing a sense of alienation and frustration; and (4) increasing commercialization of the culture and the schools suggests a shutting out of other voices and interests of the educational system. The study suggests that the use of Channel One in low-income, socioeconomically deprived schools presents an illusion of providing more and better educational facilities which only contributes to widening the societal gap. (Contains six references.) (GLR)

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CHANNEL ONE IN THE PUBLIC SCHOOLS:

WIDENING THE GAPS

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CHANNEL ONE IN THE PUBLIC SCHOOLS:

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Since March 1990, Whittle Communications has been offering "Channel One" to the nation's junior and senior high schools. Channel One provides a centrally prepared, ten-minute daily newscast accompanied by two minutes of commercials. Schools that sign contracts with Whittle Communications receive the program as well as a satellite dish, two VCRs, and a 19" TV monitor for each classroom. They may also receive teaching guides and other materials, including other video materials. By most accounts, approximately 12,000 schools are currently showing the program to about eight million of the country's 13-18 year-olds.

The spread of Channel One raises a host of complex questions about the relationship between public institutions and private corporations in contemporary society. Several states have passed or proposed legislation banning the controversial program, based on concerns about the implications of providing advertisers such direct access to students within the walls of tax-supported public school buildings. Critics charge that it is inappropriate for public educational institutions to even appear to endorse specific products or advertisers, and that Channel One signals the further penetration of the marketing strategies and over-commercialization that dominate so many aspects of our lives. More fundamentally, some object to virtually any use of broadcast-type television in the school context, since students spend so much time viewing TV outside of school and because it can reduce the time that might otherwise be devoted to the acquisition of reading, math, and other basic skills.

Conversely, others contend that Channel One's news programs provide students with timely and stimulating reports about important current events while giving schools valuable video equipment that can also serve as a useful educational resource in a variety of other applications and contexts. Further, it has been reported (Oullette, 1993; Osborn, 1993) that the service may be beneficial inasmuch as some schools are explicitly using it to foster critical viewing skills and to teach students to deconstruct hidden ideological messages underlying the newscasts and commercials.

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Research to date suggests that both views may be partially true. Studies conducted in Michigan (Greenberg and Brand, 1993) in the Midwest (Tiene, 1993) showed that students who watched Channel One knew more about the news items covered in the programs than did students without access. Channel One viewers even scored higher on tests of general knowledge than did non-viewers. In both cases, however, the differences were fairly small. Moreover, in the Michigan study, exposure to Channel One had no apparent impact on the priority students assigned to various news topics, on students' levels of interest in news and current affairs, or on their use of other news media outside of school. And, the Midwestern study found that two-thirds of students feel they have "learned some things" from Channel One, and only about one in ten want their school to eliminate the program.

On the other hand, the Michigan study found that students who attended schools receiving Channel One gave more favorable evaluations to the products advertised on the programs. The research noted that more than half of the commercials shown were for gum, candy, snacks, and fast food. Students, of course, are bombarded with commercials for these kinds of products for many of their waking hours outside of school. But the added exposure to these commercials <u>within</u> the classroom had other effects: Compared to their peers who attended schools that do not receive the programs, students who watched Channel One were more likely to indicate that they would purchase the advertised products, and they expressed more materialistic attitudes in general. The extra exposure to these commercial messages within the school context, which adds up to about a <u>full school day</u> of watching commercials over the year, clearly had some impact, perhaps because it is assumed that the schools are giving some implicit approval to the products advertised.

The present study does not seek to examine the "effects" of Channel One on our students. Rather, it asks a more basic question: What kinds of schools, in what sorts of communities, choose to receive Whittle Communications' Channel One? Where does Channel One fit into the pool of educational resources we are making available to the next generation? The goal of this report is to provide a bird's-eye comparative profile of the schools that, across the country, do and do not receive Channel One.

Channel One is currently contracted to both public and private junior and senior high schools. Inasmuch as the use of Channel One has very different implications in private vs. public (i.e., tax-supported) school contexts, the analysis focuses <u>only</u> on the patterns for public schools.

Methods and Data Description

The analysis is based on the data archives of Market Data Retrieval, a subsidiary of the Dun & Bradstreet Corporation. MDR maintains an extensive and continuously updated data bank on numerous aspects of each and every American school. Accordingly, the unit of analysis in these comparisons is the school.

As of early October 1993, there were over 81,000 public schools in the United States. Excluded from analysis were all schools (about 45,000 in all) whose oldest students were sixth graders, because such students are younger than those allegedly targeted by Whittle Communications to receive Channel One. (It should be noted that in the process of verifying data samples with specific schools, Channel One was in fact found to be in use by some 5th grade classes.) This leaves a total of more than 36,000 public schools for analysis with students in the seventh grade or above (i.e., these schools covered grades 7-9, 7-12, 9-12, etc.).

Within this universe of 36,000 schools, however, only about half of the district administrators or other personnel had provided responses to MDR's survey item concerning the presence of Channel One in the schools. That is, we have a measure of whether or not the school receives Channel One for 17,344 schools, representing 47.7 percent of the total relevant universe of schools.

This sample is clearly huge (it is so large that extremely tiny differences would appear significant by conventional tests), but how representative is it? The attached Tables and Figures suggest there is little probable response bias in the resulting sample. The responding schools match the entire universe of relevant schools almost precisely on almost every measure: in terms of school type, school level, school enrollments, spending on instructional materials, regional location, poverty levels, and racial/ethnic composition, the responding schools and the total universe show virtually identical distributions.

Nevertheless, a few minor discrepancies were apparent. The sample under-represents schools in districts with low enrollments and, conversely, over-represents schools in districts with a great many students. (The more students in a district, the more likely it is that the school provided data; the response rate was only 14% for the smallest districts, but it was over 90% for the largest districts.) The exact same pattern appears with regard to the number of schools in a district: the response rate was only about 13% for the 3245 schools that are the only schools in their districts, while 96% of the 2988 schools in districts with 100 or more schools provided data.

Both of these differences evidently exist because the response rate was much greater for urban than for rural schools: although three-fourths (74.4%) of urban schools responded, only about a third (34.8%) of rural schools provided data. (Over half, 56.1%, of suburban schools responded.) Finally, the response rate was slightly lower (38.9%) for schools with the fewest African-American students (i.e., of the 14,204 schools where less than one percent of the students are African-American).

Overall, then, the sample of 17,344 schools is more than acceptably representative of the universe from which it was drawn. The primary discrepancy is the under-representation of rural schools (which constitute 57.4% of all target schools, but only 41.8% of the schools in the sample). It is unclear precisely what are the consequences of this sampling discrepancy for the analysis, but it should be kept in mind as a potential limitation throughout.

Overall Patterns

According to the data, Whittle Communications' Channel One can be found in 26.4 percent (N=4572) of these 17,344 "target" schools. That is, 26.4 percent of US public schools with junior and senior high school age students who provided data for this measure report receiving Channel One; Whittle Communications' own figures could of course differ slightly. The exact percentage of students reached by Whittle Communications cannot be determined from these data (since they reflect schools, not students), but some published reports have pegged it as high as 40 percent.

The schools that have signed on with Whittle Communications do not represent a typical cross-section of American schools. Rather, these "Channel One Schools" differ in some consistent, systematic, and troubling ways from other schools.

Overall, the most glaring discrepancies revolve around clusters of attributes reflecting class, income, and race. Channel One is disproportionately found in schools located in high poverty areas. These schools spend the least amount of money per student on instructional or other materials by far. Also, Channel One is more often found in schools with larger proportions of African-American students, while the more Asian students there are in a school, the less likely that school is to feature Channel One.

The baseline figure of 26.4 percent (i.e., Channel One is estimated to be in just over a quarter of all relevant public junior and senior high schools) should be kept in mind as a benchmark in the following comparisons of Channel One's "reach"

according to poverty levels, instructional spending, race, enrollments, and geography.

Poverty Level

"Poverty level" was measured in terms of the percent of households in the school's community with incomes below the official poverty line, based on the multidimensional Orshansky indicator which is a ratio of the number of children in an area below the poverty line to the number of children above it, adjusted for family size, sex of the household head, and farm vs. non-farm income.

In the nation's richest schools, where less than five percent of the students are below the poverty line, Channel One's penetration is only 16.6 percent (much lower than the national average of 26.4 percent). But at the other end of the scale, where at least 25 percent of the students are below the poverty line, a very high 37.7 percent of the schools have Channel One. That is, the schools with the greatest concentrations of low-income students are more than twice as likely (37.7% vs. 16.6%) as the schools with the wealthiest students to have Channel One. The data show a very strong and monotonic pattern: as community income levels drop, the proportion of schools receiving Channel One steadily rises (see attached tables and figures).

Academic Spending

Given the findings for Poverty Level presented above, it is not surprising that Channel One is found most often in those schools that spend the least amount of money on instructional materials per student per year; the more money schools spend on instructional materials per student, the less likely they are to receive the program. Specifically, less than 15 percent of the schools that spend at least $200 per student per year have Channel One, compared to almost half of the schools that spend less than $50. In other words, the schools that spend the least amount of money on instructional materials are over three times as likely to receive the program as are the schools that spend the most.

(With 20 data points, based on category mid-points, the Pearson product-moment correlation between instructional spending and the presence of Whittle Communications is a near-perfect -.88, with $p<.001$; the Spearman non-parametric rank-order coefficient is an equally strong -.86, also $p<.001$. These results indicate an extremely powerful inverse relationship.)

The same patterns hold in other areas of school expenditures. For example, Whittle Communications is especially pervasive in the schools that spend the absolute least on texts; fully two-thirds (67.5 percent) of the schools that spend less than a mere $10 per year per student on texts have Channel One, compared to less than one in five (18.8 percent) of the schools that spend $75 or more. (Based again on category midpoints, this produces a Spearman coefficient of -.39, $p<.05$.)

Moreover, this tendency is especially pronounced in terms of total school expenditures per student per year (including all instructional materials, texts, salaries, and all other expenses). At the upper level, among schools that spend at least $6000 per student per year, only about 1 in 10 (10.5 percent) have Channel One. At the other end of the scale, where total spending per student is $2599 or less, about 6 in 10 of the schools (60.5 percent) have Channel One.

In other words, the schools that spend the least amount of money on the overall, aggregate educational enterprise are about six times as likely to have Channel One as are the schools that spend the most. (For total, combined spending, the Spearman coefficient is a strong -.70, $p<.001$.)

The clear suggestion is that the Channel One program -- and its commercials -- take the place of more proven educational resources in the country's most impoverished schools. Whittle is thus apparently used not to complement, but in the place of, texts and other instructional materials when these resources are most lacking. The schools with the fewest resources to offer are those in which students are most likely to be exposed to Whittle Communications' programs and advertisements in the classroom.

Race and Ethnicity

Channel One's penetration is somewhat related to the racial or ethnic composition of schools, but the patterns are less clear than were those for income and school spending. (Of course, it is difficult to categorize all people into unambiguous or exhaustive racial/ethnic groupings, and many students do not fall neatly into one single category. The data reported here reflect commonly-used distinctions, but we acknowledge their generality as an inherent limitation of any similar analysis.)

The data show a general tendency wherein the greater the percentage of African-American students in a school, the more likely it is that a school has Channel One. Among the schools with the fewest African-American students (i.e., where less than one percent of the students are African-American), 25.8 percent receive the program, compared to 29.1 percent of the schools whose students are at least 25 percent African-American. In other words, the schools with higher proportions of African-American students are slightly but monotonically more likely to use Channel One.

There is a mild curvilinear relationship between the percentage of Latino students in a school and the reach of Channel One; the program is more likely to be found in schools with a medium proportion of Latino students. The differences, however, are fairly small: Channel One is in 26.7 percent of the schools where less than one percent of the students are Latino, compared to 30.2 percent of the schools where between 1 and 25 percent of the students are Latino, while the figure for the few schools (about 12 percent of all "target" schools) where over 25 percent of the students are Latino drops to 23.3 percent. Although some reports have alleged that Whittle Communications has specifically targeted certain needy schools with large Latino populations (Arana & Watson, 1992), there is no evidence in these data that schools with the highest proportions of Latino students are currently more likely to accept the program.

On the other hand, Channel One is sharply less likely to be found in schools with proportionately more Asian students. That is, Channel One is in 37.3 percent of the target schools that are less than one-quarter Asian, but only in 4.1 percent of schools where over a quarter of the students are of Asian descent. (This may, in part, reflect the legal battles that have held back Channel One's spread in California, a state with large concentrations of Asian students.)

Thus, whatever may or may not be the "marketing plan" of Whittle Communications, the data not show sharp or substantial differences in the actual acceptance of Channel One in schools according to their proportions of African-American and/or Latino

students. On balance, Channel One is somewhat more common in schools with the highest proportions of African-Americans, and with a medium proportion of Latino students, but the differences are not very large. Although the data on income and school spending show that the country's least privileged students are those most exposed to Whittle Communications' commercial messages within their schools, there is no evidence in the available data that race or ethnicity is the driving force behind the class differences. Poverty and a lack of educational resources seem to motivate schools to receive Channel One, whatever their racial or ethnic composition.

Enrollments

The presence of Channel One does not vary greatly by the size of school enrollment, but the data show a mild curvilinear pattern, with mid-sized schools (i.e., with between 300 and 1000 students) most likely to have the program. A very similar curvilinear pattern holds in terms of the number of students enrolled in the entire district, with a few variations. For one thing, Channel One is extremely unlikely to be found in the smallest school districts. For another, the greatest numerical (though not proportionate) clustering of Channel One schools is in districts with the largest number of students (25,000 or higher); that is, these largest school districts are <u>not</u> more likely than smaller districts to have Channel One, but in raw numbers there are more Channel One schools in this category than in any other.

The patterns are not very strong here, but what differences exist point towards the greater likelihood of finding Channel One in neither the most nor the least crowded schools and districts, but instead in more "average," typical, mid-sized schools and districts.

(These manifest patterns could be greatly influenced by the variations in response rates across different-sized school districts -- as noted above, the response rate is <u>much</u> lower for the smaller schools and districts -- but there is no way to determine the consequences of this definitively. All we do know is that the data are <u>most</u> reliable for the larger districts, where the response rate was over 90 percent. If it happened that the smaller districts <u>that use Channel One</u> were more likely to respond than the smaller districts that do not -- a plausible scenario, arguably -- then it could well be that the data inflate the appearance of Channel One in smaller schools and thereby underestimate the extent to which Channel One schools actually do tend to be more densely crowded.)

Geographic Patterns

The data show that urban schools are slightly more likely to have Channel One (27.3 percent) than are either suburban (26.5 percent) or rural (25.6 percent) schools. (Given the much lower response rate for rural schools, it is possible to speculate, following the same logic as above, that these data underestimate the relationship. That is, if rural schools that use Channel One were more likely to respond than rural schools that do not, then any "real" tendency for Channel One schools to be more likely to be urban schools could be obscured.)

Channel One schools are more likely to be found in the South Atlantic, South Central, and Mountain states; over 30 percent of the schools in those regions receive the program. In contrast, only about ten percent or fewer of the schools in the New England or Pacific states have Channel One.

Statewise estimates show that Whittle Communications is most pervasive in Tennessee (the company's home base; 74.6 percent), Mississippi (73.3 percent), Utah (66.7 percent), New Mexico (63.8 percent), West Virginia (58.3 percent), Arkansas (57.3 percent), Louisiana (50.6 percent), Pennsylvania (46.1 percent), Arizona (45.5 percent) and Michigan (39.7 percent). On the other end of the scale, Channel One is reportedly being used in none (or very, very few) of the schools in Alaska, California, Connecticut, Delaware, Hawaii, Maine, Montana, Nevada, New Hampshire, New York, Rhode Island, and Vermont.

These statewise differences could have a lot to do with the patterns observed for ethnicity and race. Were it not for legal and legislative battles carried out in New York and California, it seems likely that Whittle Communications' presence in crowded, low income, urban schools with disproportionate numbers of students of color would be vastly greater than it already is.

Summary and Conclusion

Overall, schools that receive Channel One are mid-to-large sized (but not the most crowded) schools; they are slightly more likely to be found in urban areas, but the reach of Channel One in suburban and rural schools seems nearly as great. They are slightly more likely to have higher proportions of African-Americans, or to have a medium proportion of Latino students. They are especially likely to be located in South Central, Mountain, or South Atlantic states, rather than in New England or the Pacific states.

Most of all, however, Channel One is most often found in schools with the largest proportions of low income, underprivileged students, and in schools that have the least amount of money to spend on conventional educational resources. Ironically, these schools have more high-tech equipment, in no small part due to Whittle Communications' own contributions, but they invest substantially less in teachers, texts, or other instructional materials. The relationship between spending on texts or other instructional resources and accepting Channel One is especially striking: Channel One is apparently used instead of traditional materials when resources are scarcest. Schools that can afford to spend more on their students are much less likely to utilize Channel One.

Given these patterns, the greater devotion to commercialism that students apparently develop from watching Channel One is particularly disturbing. That is, Channel One is more often shown to the students who are probably least able to afford to buy all the products they see advertised. It requires no stretch of the imagination to suggest that this in turn may enhance their alienation and frustration.

The commercialization of the culture -- and increasingly, perhaps, of the schools -- means that other voices and interests, less able to generate profits, are being shut out of the educational system. It seems inevitable that Channel One will further entrench and legitimize the power of massive private commercial interests in those public arenas where a diversity of voices is most badly needed.

The results from a new four-year study, just released by the Department of Education, sound similar to so many others we have become accustomed to hearing about, but these are more shocking than usual: according to the report, almost half the nation's adults have low reading comprehension and math skills. Worse, the study points to increasing divisions in society between the haves and the have-nots, based on poverty and racial/ethnic status. Low income students and youth of color attend schools most in need of a substantial infusion of resources. These are the same schools that give their students Channel One instead, creating the illusion of providing more and better educational facilities. In this way, Channel One may be helping to widen an already dangerous gap in our society.

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TABLE 1

DISTRIBUTIONS OF CHANNEL ONE

	Number of Schools in Sample	Number of Schools with Channel One	Percent of Schools with Channel One	Percent of Schools in Category
OVERALL	17344	4572	26.36%	100.00%
School Type:				
Elementary	1759	400	22.74%	10.14%
Middle	4547	1214	26.70%	26.22%
Jr Hi	2156	600	27.83%	12.43%
Sr Hi	6867	1817	26.46%	39.59%
Combined	703	158	22.48%	4.05%
Voc/Tech	424	153	36.08%	2.44%
Special	625	171	27.36%	3.60%
Adult	263	59	22.43%	1.52%
School Level:				
K-8	1759	400	22.74%	10.14%
K-12	703	158	22.48%	4.05%
5-8	4547	1214	26.70%	26.22%
7-9	2156	600	27.83%	12.43%
7-12	1088	337	30.97%	6.27%
9-12	5209	1286	24.69%	30.03%
10-12	570	195	34.21%	3.29%
Voc/Tech	424	153	36.08%	2.44%
Special	625	170	27.20%	3.60%
Adult	263	59	22.43%	1.52%
School Enrollment:				
1-99	993	267	26.89%	5.73%
100-199	1054	234	22.20%	6.08%
200-299	1305	310	23.75%	7.52%
300-499	2961	902	30.46%	17.07%
500-999	6675	1855	27.79%	38.49%
1000-2499	4085	956	23.40%	23.55%
2500+	271	48	17.71%	1.56%

TABLE 1, CONTINUED

	Number of Schools in Sample	Number of Schools with Channel One	Percent of Schools w/ Channel One	Percent of Schools in Category
District Enrollment:				
<599	707	51	7.21%	4.08%
<1199	1344	308	22.92%	7.75%
<2499	2275	769	33.80%	13.12%
<4999	2219	641	28.89%	12.79%
<9999	1746	491	28.12%	10.07%
<24999	3096	879	28.39%	17.85%
25K +	5957	1433	24.06%	34.35%
Number of Schools in District:				
1	420	51	12.14%	2.42%
2-4	2920	754	25.82%	16.84%
5-9	3019	857	28.39%	17.41%
10-24	2721	736	27.05%	15.69%
25-99	5397	1516	28.09%	31.12%
100 +	2867	658	22.95%	16.53%
Spending on All Instructional Materials:				
<44.99	197	96	48.73%	1.14%
<54.99	234	110	47.01%	1.35%
<64.99	476	168	35.29%	2.75%
<74.99	1053	332	31.53%	6.08%
<79.99	706	196	27.76%	4.07%
<84.99	1111	407	36.63%	6.41%
<89.99	768	167	21.74%	4.43%
<94.99	919	288	31.34%	5.30%
<99.99	945	356	37.67%	5.45%
<109.99	2462	781	31.72%	14.21%
<119.99	1642	354	21.56%	9.47%
<129.99	1858	289	15.55%	10.72%
<139.99	1173	309	26.34%	6.77%
<149.99	1065	312	29.30%	6.15%
<159.99	606	107	17.66%	3.50%
<169.99	487	75	15.40%	2.81%
<179.99	389	50	12.85%	2.24%
<189.99	277	45	16.25%	1.60%
<199.99	233	22	9.44%	1.34%
200 +	729	106	14.54%	4.21%

TABLE 1, CONTINUED

	Number of Schools in Sample	Number of Schools with Channel One	Percent of Schools w/ Channel One	Percent of Schools in Category
Text Expenditures:				
<9.99	114	77	67.54%	0.66%
<12.99	97	28	28.87%	0.56%
<15.99	238	101	42.44%	1.37%
<18.99	673	136	20.21%	3.88%
<21.99	1017	297	29.20%	5.87%
<24.99	1329	339	25.51%	7.67%
<27.99	1433	325	22.68%	8.27%
<30.99	1786	456	25.53%	10.31%
<33.99	1319	225	17.06%	7.61%
<36.99	1258	372	29.57%	7.26%
<39.99	963	311	32.29%	5.56%
<44.99	2811	824	29.31%	16.22%
<49.99	1361	459	33.73%	7.85%
<54.99	761	167	21.94%	4.39%
<59.99	609	184	30.21%	3.51%
<64.99	438	64	14.61%	2.53%
<69.99	287	28	9.76%	1.66%
<74.99	276	72	26.09%	1.59%
75+	558	105	18.82%	3.22%
Total Combined Expenditures:				
<2599	238	144	60.50%	1.37%
<2799	417	251	60.19%	2.41%
<2999	599	249	41.57%	3.46%
<3199	794	388	48.87%	4.58%
<3399	893	260	29.12%	5.15%
<3599	1410	563	39.93%	8.14%
<3799	1634	461	28.21%	9.43%
<3999	1752	438	25.00%	10.11%
<4199	1104	291	26.36%	6.37%
<4399	1193	215	18.02%	6.88%
<4599	1337	216	16.16%	7.71%
<4799	1086	111	10.22%	6.27%
<4999	512	213	41.60%	2.95%
<5199	683	127	18.59%	3.94%
<5399	512	186	36.33%	2.95%
<5599	506	196	38.74%	2.92%
<5799	331	7	2.11%	1.91%
<5999	254	35	13.78%	1.47%
<6000+	2075	219	10.55%	11.97%

TABLE 1, CONTINUED

	Number of Schools in Sample	Number of Schools with Channel One	Percent of Schools w/ Channel One	Percent of Schools in Category
Region:				
New England	739	78	10.55%	4.26%
Mid Atlan.	1677	360	21.47%	9.67%
So Atlan.	3298	1001	30.35%	19.02%
No Central	4906	1132	23.07%	28.29%
Mountain	1150	410	35.65%	6.63%
So Central	3282	1418	43.21%	18.92%
Pacific	2292	173	7.55%	13.21%
Metro status:				
Urban	5709	1558	27.29%	33.09%
Suburban	4328	1145	26.46%	25.09%
Rural	7216	1849	25.62%	41.82%
Poverty Level:				
<5%	2526	420	16.63%	14.82%
5-25%	11749	3054	25.99%	68.93%
25% +	2770	1044	37.69%	16.25%
Percent African-American:				
<1 %	5525	1424	25.77%	34.42%
1-25 %	6208	1746	28.13%	38.67%
>25 %	4319	1255	29.06%	26.91%
Percent Latino:				
<1 %	8105	2163	26.69%	50.49%
1-25 %	5952	1798	30.21%	37.08%
>25 %	1995	464	23.26%	12.43%
Percent Asian:				
<1 %	10702	3989	37.27%	66.67%
1-25 %	5060	424	8.38%	31.52%
>25 %	290	12	4.14%	1.81%

TABLE 2

COMPARISON OF SAMPLE AND UNIVERSE

	Responding Schools		All Potential Target Schools		
	N of Schools	Percent in Category	N of Schools	Percent in Category	Response Rate
OVERALL	17344	100.00%	36359	100.00%	47.70%
School Type:					
Elementary	1759	10.14%	4811	13.23%	36.56%
Middle	4547	26.22%	8432	23.19%	53.93%
Jr Hi	2156	12.43%	3717	10.22%	58.00%
Sr Hi	6867	39.59%	14064	38.68%	48.83%
Combined	703	4.05%	2844	7.82%	24.72%
Voc/Tech	424	2.44%	1033	2.84%	41.05%
Special	625	3.60%	995	2.74%	62.81%
Adult	263	1.52%	463	1.27%	56.80%
School Level:					
K-8	1759	10.14%	4811	13.23%	36.56%
K-12	703	4.05%	2844	7.82%	24.72%
5-8	4547	26.22%	8432	23.19%	53.93%
7-9	2156	12.43%	3717	10.22%	58.00%
7-12	1088	6.27%	2911	8.01%	37.38%
9-12	5209	30.03%	10184	28.01%	51.15%
10-12	570	3.29%	971	2.67%	58.70%
Voc/Tech	424	2.44%	1031	2.84%	41.13%
Special	625	3.60%	995	2.74%	62.81%
Adult	263	1.52%	463	1.27%	56.80%
School Enrollment:					
1-99	993	5.73%	3005	8.26%	33.04%
100-199	1054	6.08%	3441	9.46%	30.63%
200-299	1305	7.52%	3813	10.49%	34.23%
300-499	2961	17.07%	7205	19.82%	41.10%
500-999	6675	38.49%	12331	33.91%	54.13%
1000-2499	4085	23.55%	6189	17.02%	66.00%
2500+	271	1.56%	375	1.03%	72.27%

TABLE 2, CONTINUED

	Responding Schools		All Potential Target Schools		
	N of Schools	Percent in Category	N of Schools	Percent in Category	Response Rate
District Enrollment:					
<599	707	4.08%	5225	14.37%	13.53%
<1199	1344	7.75%	3822	10.51%	35.16%
<2499	2275	13.12%	5811	15.98%	39.15%
<4999	2219	12.79%	5656	15.56%	39.23%
<9999	1746	10.07%	4577	12.59%	38.15%
<24999	3096	17.85%	4710	12.95%	65.73%
25K +	5957	34.35%	6558	18.04%	90.84%
Schools in District:					
1	420	2.42%	3245	8.92%	12.94%
2-4	2920	16.84%	8829	24.28%	33.07%
5-9	3019	17.41%	7914	21.77%	38.15%
10-24	2721	15.69%	7330	20.16%	37.12%
25-99	5397	31.12%	6053	16.65%	89.16%
100 +	2867	16.53%	2988	8.22%	95.95%
Spending on All Instructional Materials:					
<44.99	197	1.14%	513	1.42%	38.40%
<54.99	234	1.35%	490	1.36%	47.76%
<64.99	476	2.75%	993	2.75%	47.94%
<74.99	1053	6.08%	1822	5.04%	57.79%
<79.99	706	4.07%	1206	3.34%	58.54%
<84.99	1111	6.41%	1811	5.01%	61.35%
<89.99	768	4.43%	1519	4.20%	50.56%
<94.99	919	5.30%	1741	4.82%	52.79%
<99.99	945	5.45%	1904	5.27%	49.63%
<109.99	2462	14.21%	4347	12.03%	56.64%
<119.99	1642	9.47%	3459	9.57%	47.47%
<129.99	1858	10.72%	3392	9.38%	54.78%
<139.99	1173	6.77%	2690	7.44%	43.61%
<149.99	1065	6.15%	2135	5.91%	49.88%
<159.99	606	3.50%	1407	3.89%	43.07%
<169.99	487	2.81%	1228	3.40%	39.66%
<179.99	389	2.24%	991	2.74%	39.25%
<189.99	277	1.60%	800	2.21%	34.63%
<199.99	233	1.34%	612	1.69%	38.07%
200 +	729	4.21%	3087	8.54%	23.62%

TABLE 2, CONTINUED

	Responding Schools		All Potential Target Schools		
	N of Schools	Percent in Category	N of Schools	Percent in Category	Response Rate
Region:					
New England	739	4.26%	1810	4.98%	40.83%
Mid Atlan.	1677	9.67%	3974	10.93%	42.20%
So Atlan.	3298	19.02%	4921	13.53%	67.02%
No Central	4906	28.29%	10542	28.99%	46.54%
Mountain	1150	6.63%	2542	6.99%	45.24%
So Central	3282	18.92%	7667	21.09%	42.81%
Pacific	2292	13.21%	4903	13.48%	46.75%
Metro status:					
Urban	5709	33.09%	7676	21.23%	74.37%
Suburban	4328	25.09%	7720	21.35%	56.06%
Rural	7216	41.82%	20760	57.42%	34.76%
Poverty Level:					
<5%	2526	14.82%	5492	15.57%	45.99%
5-12	5384	31.59%	11112	31.50%	48.45%
12-25	6365	37.34%	13019	36.91%	48.89%
25% +	2770	16.25%	5650	16.02%	49.03%
Percent African-American:					
<1 %	5525	34.42%	14204	44.66%	38.90%
1-5	2542	15.84%	4983	15.67%	51.01%
5-25	3666	22.84%	6158	19.36%	59.53%
25% +	4319	26.91%	6463	20.32%	66.83%
Percent Latino:					
<1 %	8105	50.49%	17353	54.56%	46.71%
1-5	3225	20.09%	5973	18.78%	53.99%
5-25	2727	16.99%	4876	15.33%	55.93%
25% +	1995	12.43%	3606	11.34%	55.32%

TABLE 2, CONTINUED

	Responding Schools		All Potential Target Schools		
	N of Schools	Percent in Category	N of Schools	Percent in Category	Response Rate
Percent Asian:					
<1 %	10702	66.67%	23081	72.56%	46.37%
1-5	3469	21.61%	5825	18.31%	59.55%
5-25	1591	9.91%	2498	7.85%	63.69%
25% +	290	1.81%	404	1.27%	71.78%
Percent White:					
<1 %	847	5.28%	1192	3.75%	71.06%
1-5	425	2.65%	692	2.18%	61.42%
5-25	1231	7.67%	1901	5.98%	64.76%
25% +	13549	84.41%	28023	88.10%	48.35%

Figure 1
Percent of all "Target Schools"
with Channel One
(4572 out of 17344 Schools)

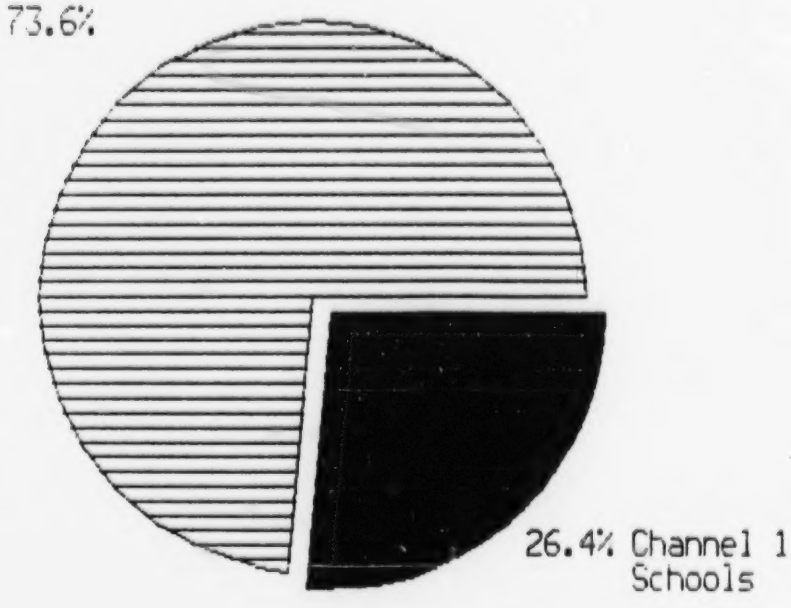

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Figure 2
Percent of Low Poverty Target Schools
with Channel One
(420 out of 2526 Schools)

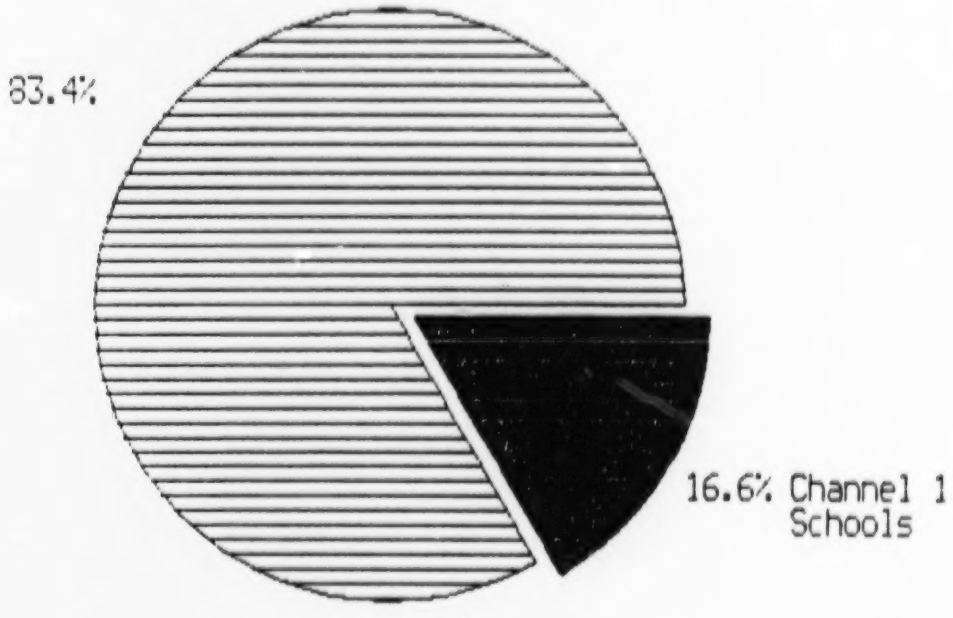

Figure 3
Percent of High Poverty Target Schools
with Channel One
(1044 out of 2770 Schools)

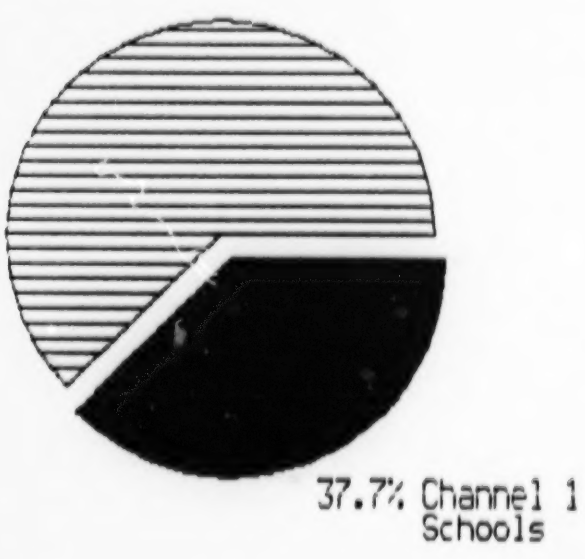

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Figure 4

Channel One Schools by Poverty Level

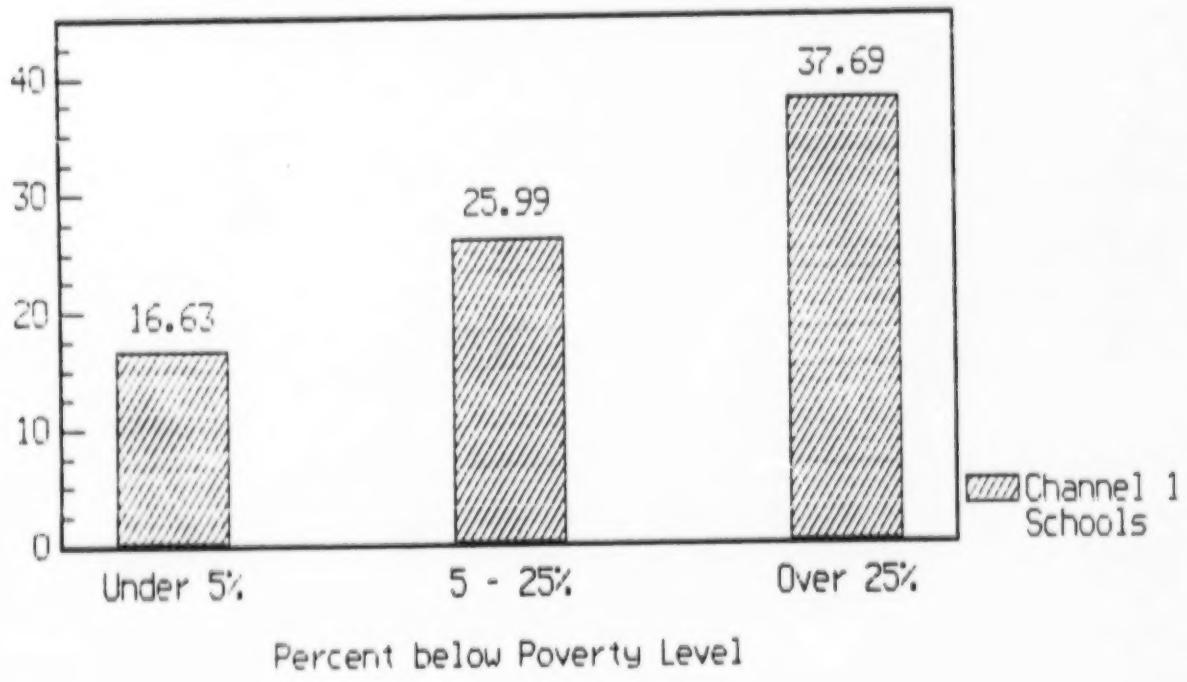


Figure 5

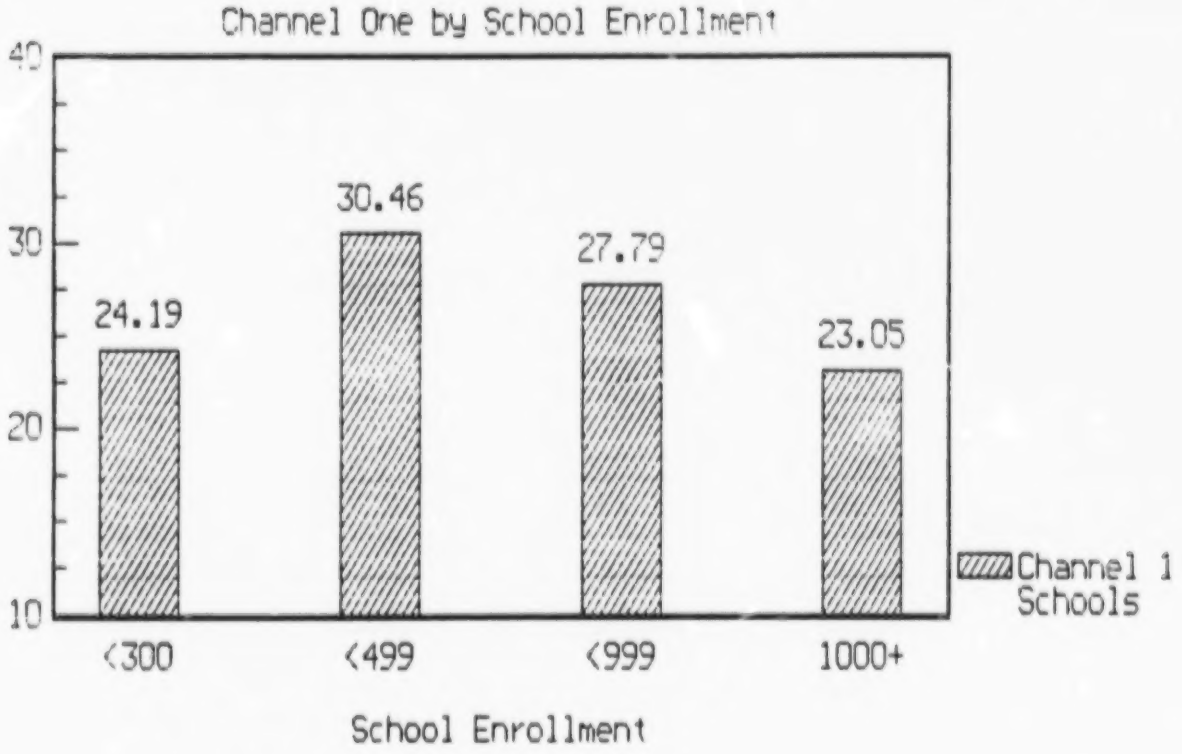


Figure 6

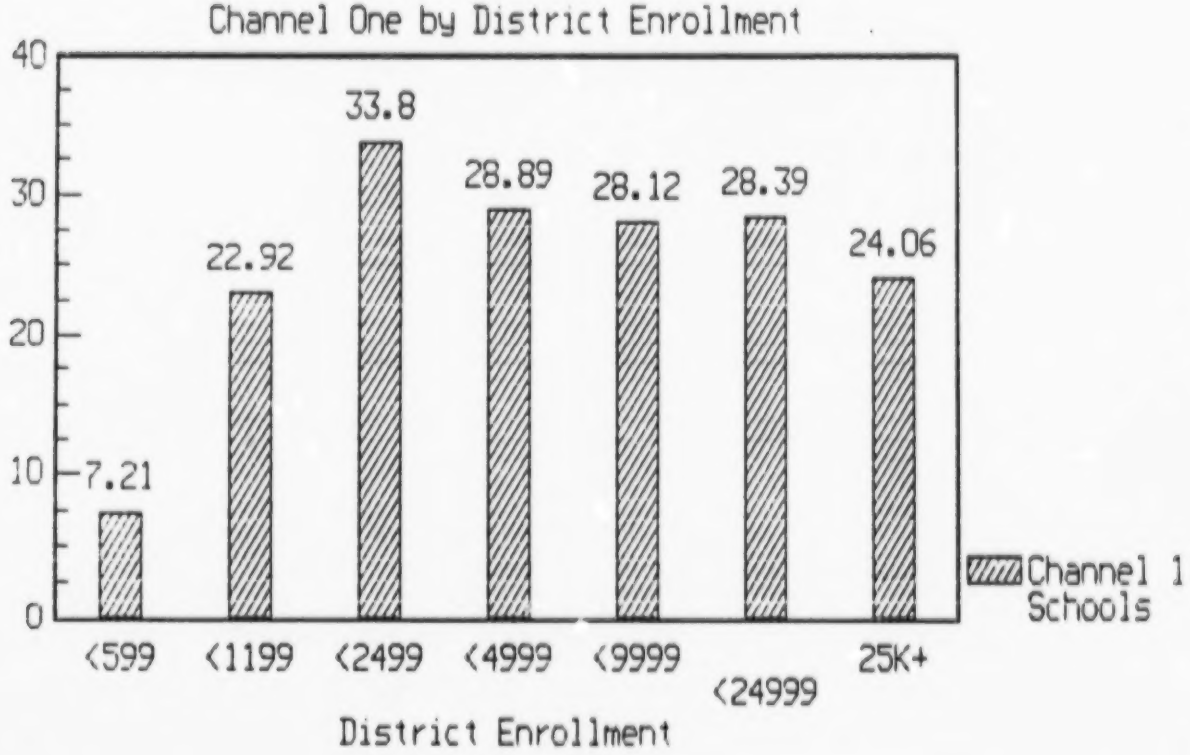
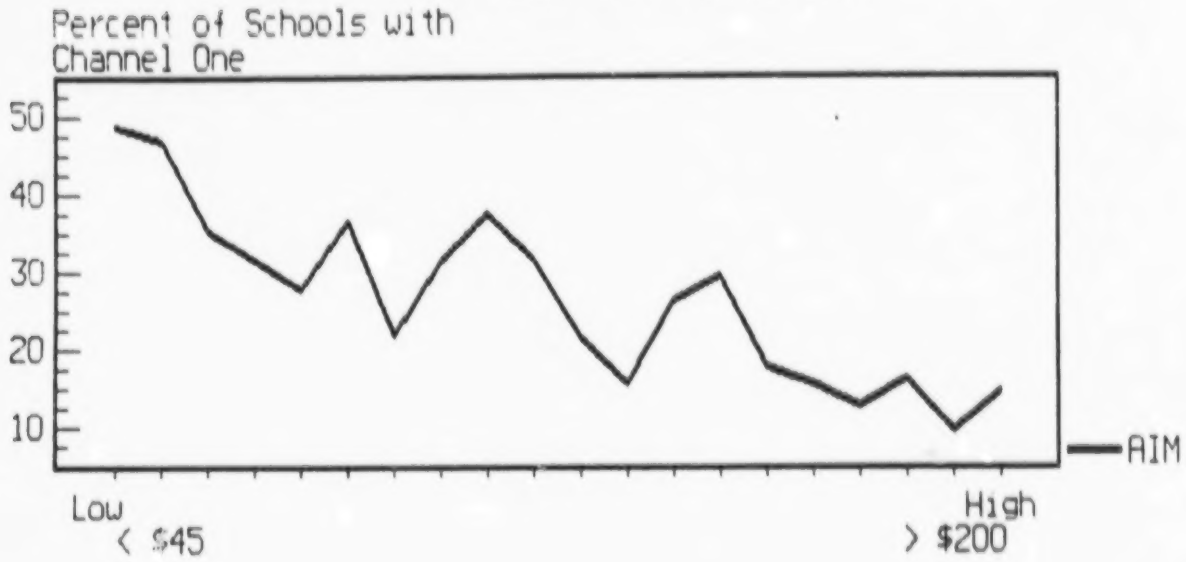


Figure 7

Channel One by Spending on All
Instructional Materials, Per Student



Instructional Spending

Figure 8

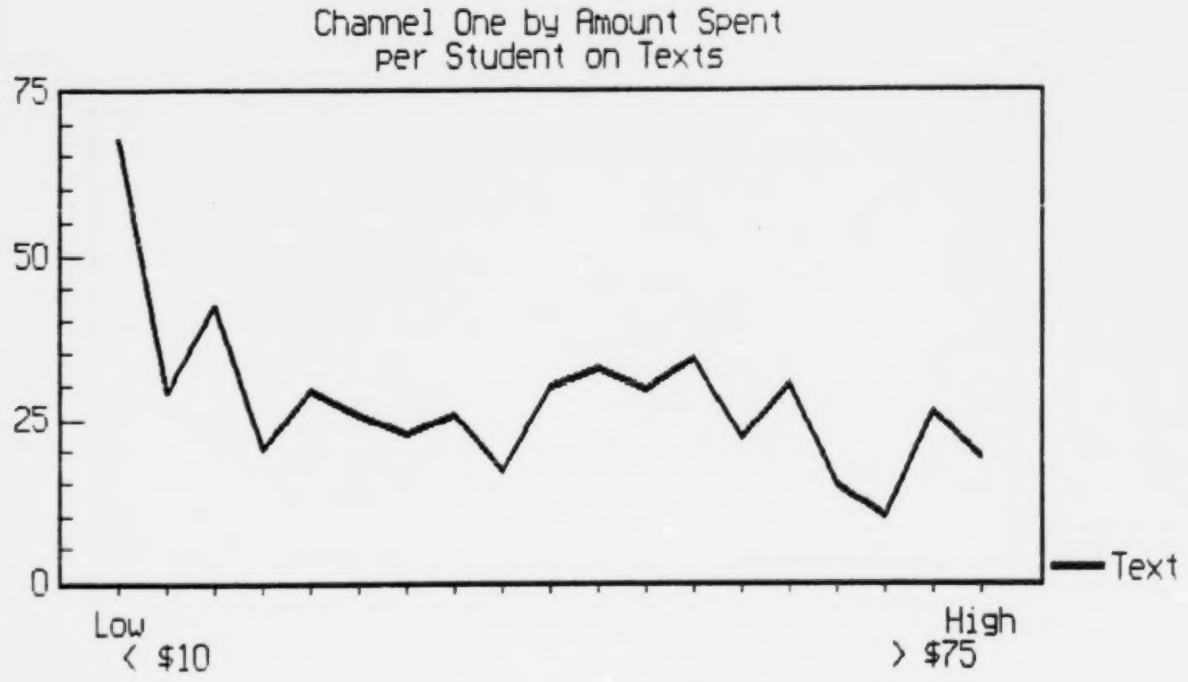


Figure 9

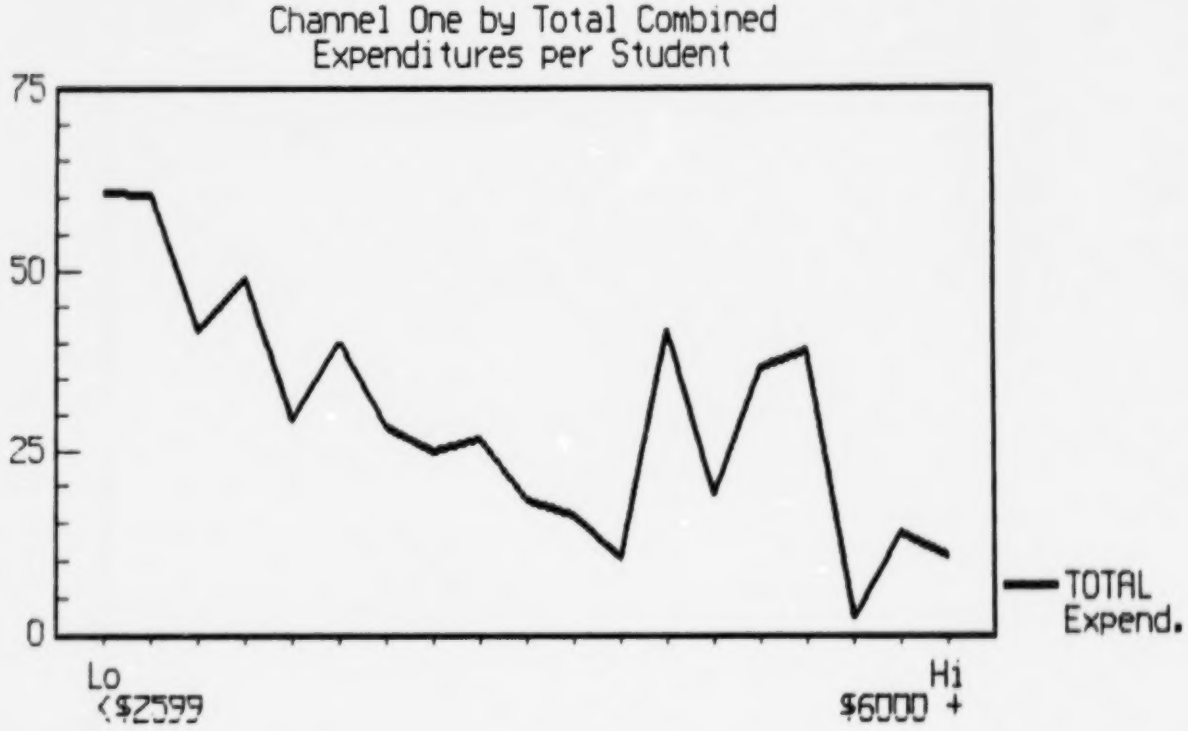


Figure 10

Channel One by Ethnicity

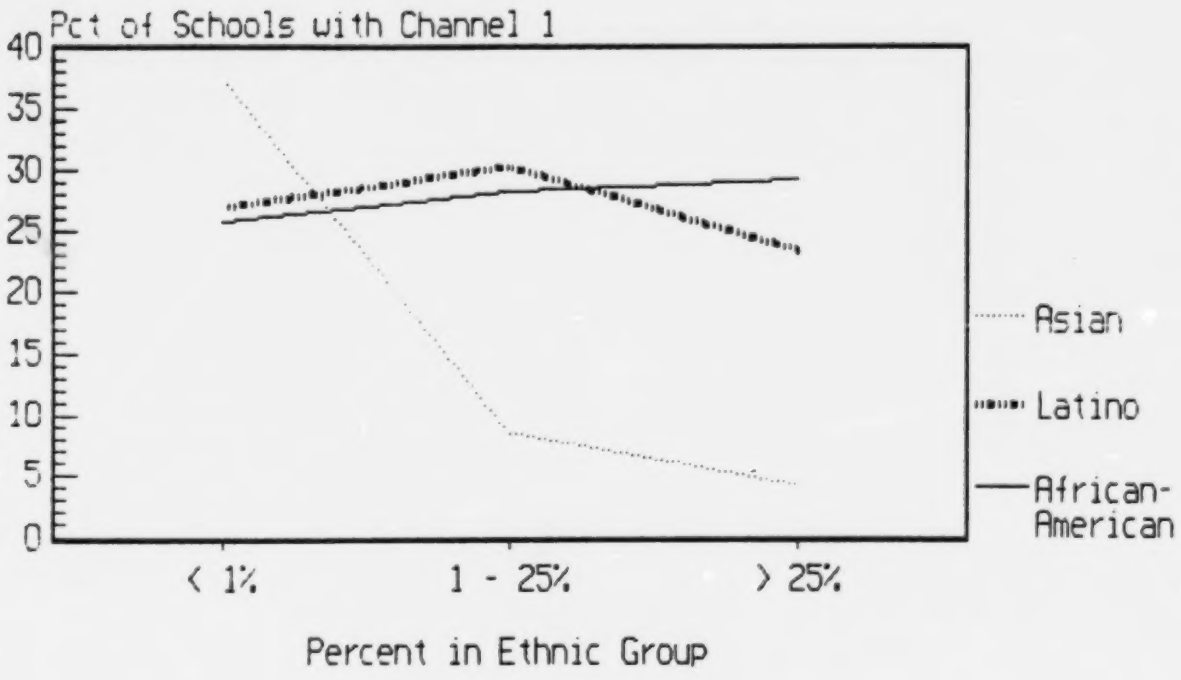
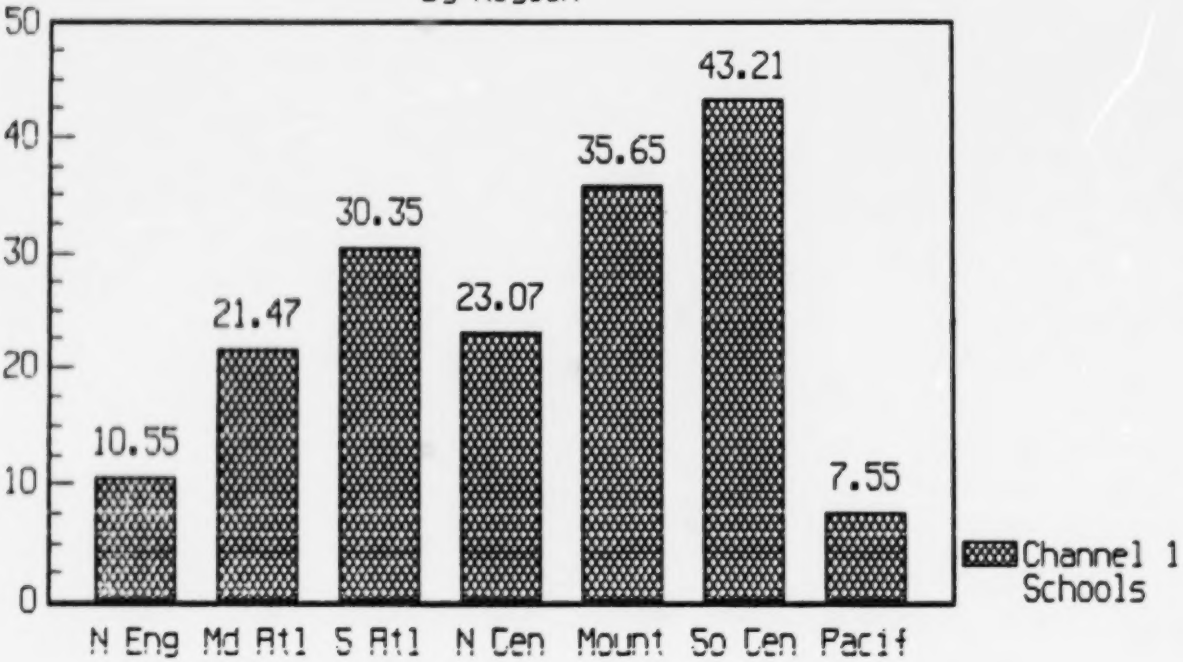
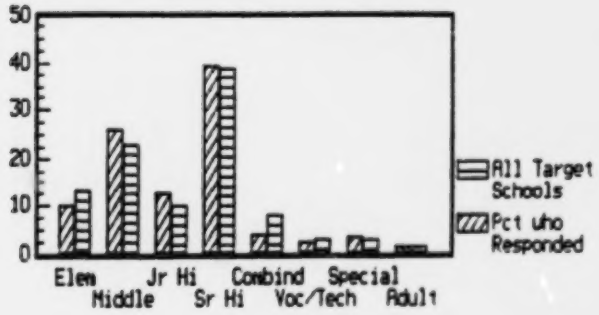


Figure 11

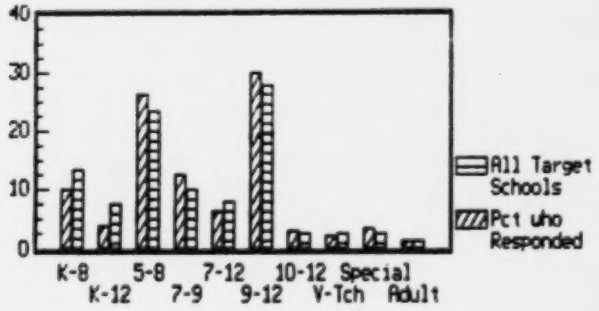
Percent of Schools with Channel One, by Region



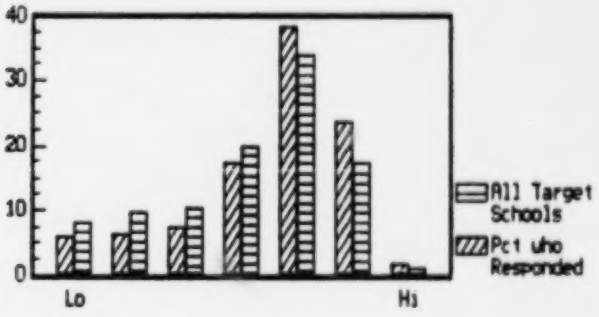
Response Bias Test 1: School Type



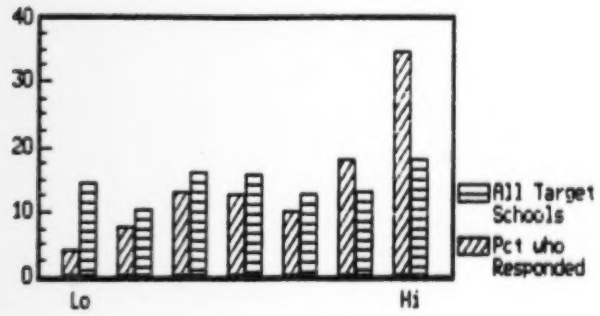
Response Bias Test 2: School Level



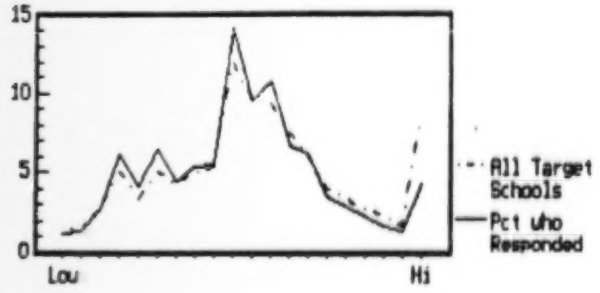
Response Bias Test 3: School Enrollment



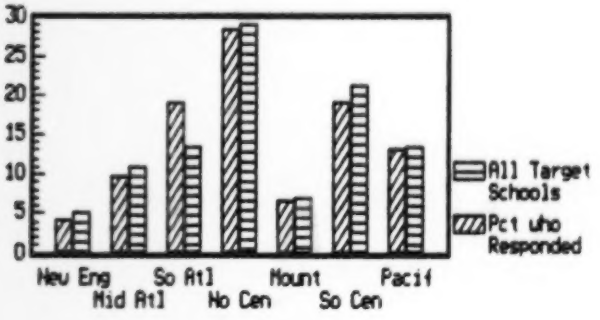
Response Bias Test 4
District Enrollment



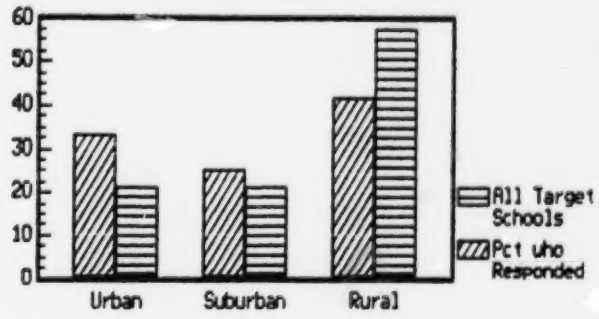
Response Bias Test 5: Spending on Instructional Materials



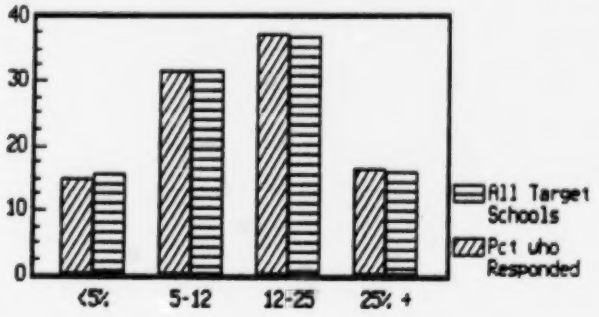
Response Bias Test 6:
Regional Distributions



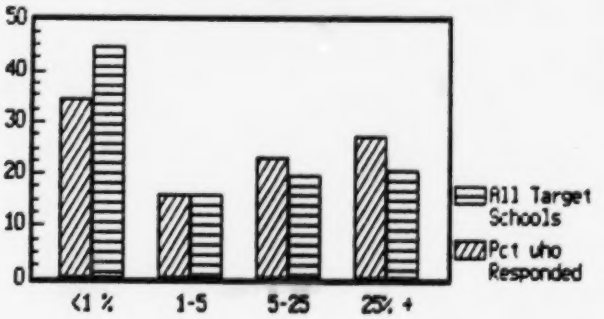
Response Bias Test 7: Metro Status



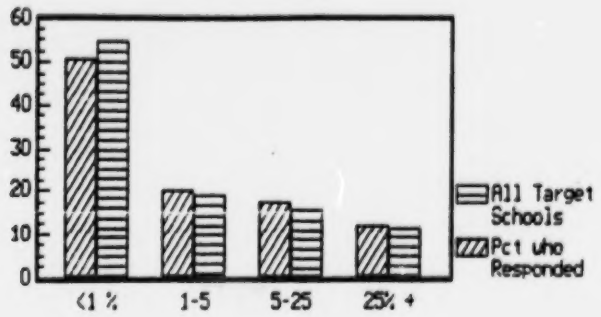
Response Bias Test 8: Poverty Levels



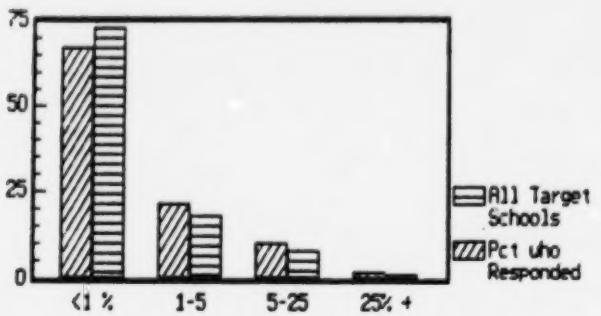
Response Bias Test 9: Percent of African-Americans



Response Bias Test 10:
Percent of Latinos



Response Bias Test 11: Percent of Asians



Response Bias Test 12: Percent of Whites